

Conversation 2

What are your plans?

What plans do you have for the next 12 months?



Class CD 2, Track 59

- Yi-lin:** So what are your plans for next year, Rina?
Are you going to get a job?
- Rina:** No, I'm going to go to college.
- Yi-lin:** Great. What school are you going to go to?
- Rina:** I want to go to City College. Lots of my friends are going there.
- Yi-lin:** Oh. So what do you want to study?
- Rina:** I want to study business.
- Yi-lin:** That's interesting.
- Rina:** Yeah, I want to open a business after I graduate.
- Yi-lin:** Well, good luck.

Student CD, Track 25



Class CD 2, Track 60

Pronunciation Focus

Notice how *want to* is pronounced in these sentences.

I want to go to City College.
What do you want to study?
I want to study business.

Listen to the conversation again and notice the pronunciation of *want to*.

GIVE IT A TRY

1. Talking about future plans

What are you	going to do next year?	I'm going to go to college.
What is he / she		He's / She's going to get a job.
What are they		They're going to get married.
Are you going to	go to college?	Yes, I am.
	travel?	No, I'm going to get a job.
		No, I'm not going to.

PRACTICE 1

Class CD 2
Track 61

Listen to the example. What are you going to do at the times below? Why? Complete the chart with information about yourself. Use the suggestions or your own information. Then compare with a partner.

		You	Your partner
1	after this class		
2	next semester		
3	next year		
4	next summer		
5	next vacation		

Use These Words

get a part-time job
stay home
study
take a break
take a trip somewhere
I'm not sure
take a vacation

PRACTICE 2

Work with a different partner. Tell him or her about your partner's plans in Practice 1.

A: After this class, David is going to take up jogging.

B: Why is he going to do that?

A: He wants to get in shape.

2. Talking about wants

What do you want to do?	I want to get a job. open a business.
	I don't want to study.
Do you want to get a job?	Yes, I do.
travel?	No, not really.

PRACTICE 1

Class CD 2
Track 62

Listen to the example. Check (✓) the things you want to do in the next 12 months. Then ask your partner questions. Reverse roles.

- | | |
|------------------------------------|-----------------------------------|
| 1. ___ travel overseas | 6. ___ go to university |
| 2. ___ get a job | 7. ___ get a boyfriend/girlfriend |
| 3. ___ change jobs | 8. ___ get engaged |
| 4. ___ take another English course | 9. ___ get married |
| 5. ___ have more fun | 10. ___ buy a car |

A: What do you want to do?

B: Well, I want to...

A: Do you want to...?

PRACTICE 2

Class CD 2
Track 63

Listen to the example. Complete the chart with your answers. Then ask a partner the questions. Reverse roles.

1	What place do you want to visit sometime?	
2	What is a sport you want to try?	
3	What is something you want to buy?	
4	Who is someone famous you want to meet?	

LISTEN TO THIS

Class CD 2
Track 64

Part 1 Listen to Robert talking about things he is thinking of doing next year. Check (✓) the things he plans to do.

Part 2 Listen again. Why does he want to do these things? Write his reasons in the chart.

	Yes	Why?/Why not?
1	learn Spanish	
2	teach English	
3	take a photography class	

Part 3 Talk with a partner. Do you want to do any of these things?

Part 1 Interview your partner and ask these questions. Take notes.



Vacation Questionnaire

Last vacation

1. How was your last vacation?

2. Where did you go?

3. Who did you go with?

4. How long did you stay there?

5. What did you do there?

6. What was your best experience?

Next vacation

1. Where are you going to go for your next vacation?

2. How long are you going to be away?

3. Who are you going to go with?

4. What are you going to do there?

Part 2 Reverse roles.

Part 3 Get together with another pair and share your information in groups.

1. Who had...
the best vacation?
the most interesting vacation experience?
2. Who has...
the most interesting vacation plans?

Now Try This

In your groups, plan a five-day vacation for a visitor to your country. Suggest places for them to visit, how long to spend there, and what to do. Then compare your plans with others.

Review:

Units 10–12

LISTEN TO THIS UNIT 10

Class CD 2
Track 65

Part 1 Listen to people giving directions. Number the places on the map from 1–6.



Part 2 Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Talk with your partner about places in your neighborhood.

hairdresser cafe bank fast-food restaurant park post office

1. Are the places above in your neighborhood?
2. Which of them do you visit regularly?
3. Tell your partner how to get to these places.
4. What other places do you go to in your neighborhood?

LISTEN TO THIS UNIT 11

Class CD 2
Track 66

Part 1 Listen to four short conversations. Does Speaker 1 ask for permission to do something or ask to borrow something? Write a check (✓) in the correct column.

	Permission	Borrow	Agrees	Doesn't agree
1				
2				
3				
4				

Part 2 Listen again. Does Speaker 2 agree or not agree to the request? Write a check (✓) in the correct column.

GIVE IT A TRY

You are on vacation with a friend. Your partner will ask to borrow things from you. Think of reasons for saying no to these requests. Reverse roles.

1. Could I use your toothbrush? I forgot to bring one.
2. Can you lend me a shirt? I didn't bring enough clothes with me.
3. Is it all right if I make a few calls on your cell phone?
4. I'm running out of money. Can I borrow a couple of hundred dollars from you?
5. Can I borrow your sunglasses? They look really cool.
6. Do you mind if I use your digital camera? I forgot to bring mine.

LISTEN TO THIS UNIT 12

Class CD 2
Track 67

Jo is talking about her summer plans. Check (✓) if these statements are *true* or *false*.

	True	False
1. She's going to go away next summer.	<input type="checkbox"/>	<input type="checkbox"/>
2. She's not going to work while she is there.	<input type="checkbox"/>	<input type="checkbox"/>
3. She is going to go with a friend.	<input type="checkbox"/>	<input type="checkbox"/>
4. She is going to stay in hostels.	<input type="checkbox"/>	<input type="checkbox"/>
5. She is going to be away for a year.	<input type="checkbox"/>	<input type="checkbox"/>

GIVE IT A TRY

Work in groups. What do you want to do in the future? Talk with your group. Use the questions below to start, and ask follow-up questions.

1. How many people in your group want to:
travel (where)?
study (what)?
work (doing what)?
buy a car?
your idea? _____
2. What do you need to do in order to achieve your plans? Ask your partners.
Switch roles.

PERSON TO PERSON STUDENTS C AND D

(Students C and D look at this page. Students A and B look at page 9.)

Part 1 Student C, introduce yourself to Student D. Write your information below. Reverse roles.

Student C

Mr./Ms./Mrs./Miss
First name: _____
Last name: _____

Student D

Mr./Ms./Mrs./Miss
First name: _____
Last name: _____

Part 2 Work in groups. Introduce your partner to the other people in your group. Switch roles. Write their information below.

Student A

Mr./Ms./Mrs./Miss
First name: _____
Last name: _____

Student B

Mr./Ms./Mrs./Miss
First name: _____
Last name: _____



Now Try This

Get together with a different pair of students. Introduce your partner and ask about your classmates.

PERSON TO PERSON STUDENT B

(Student B looks at this page. Student A looks at page 17.)

Part 1 Look at the things in the picture. Compare your picture with your partner's picture. How many differences can you find?

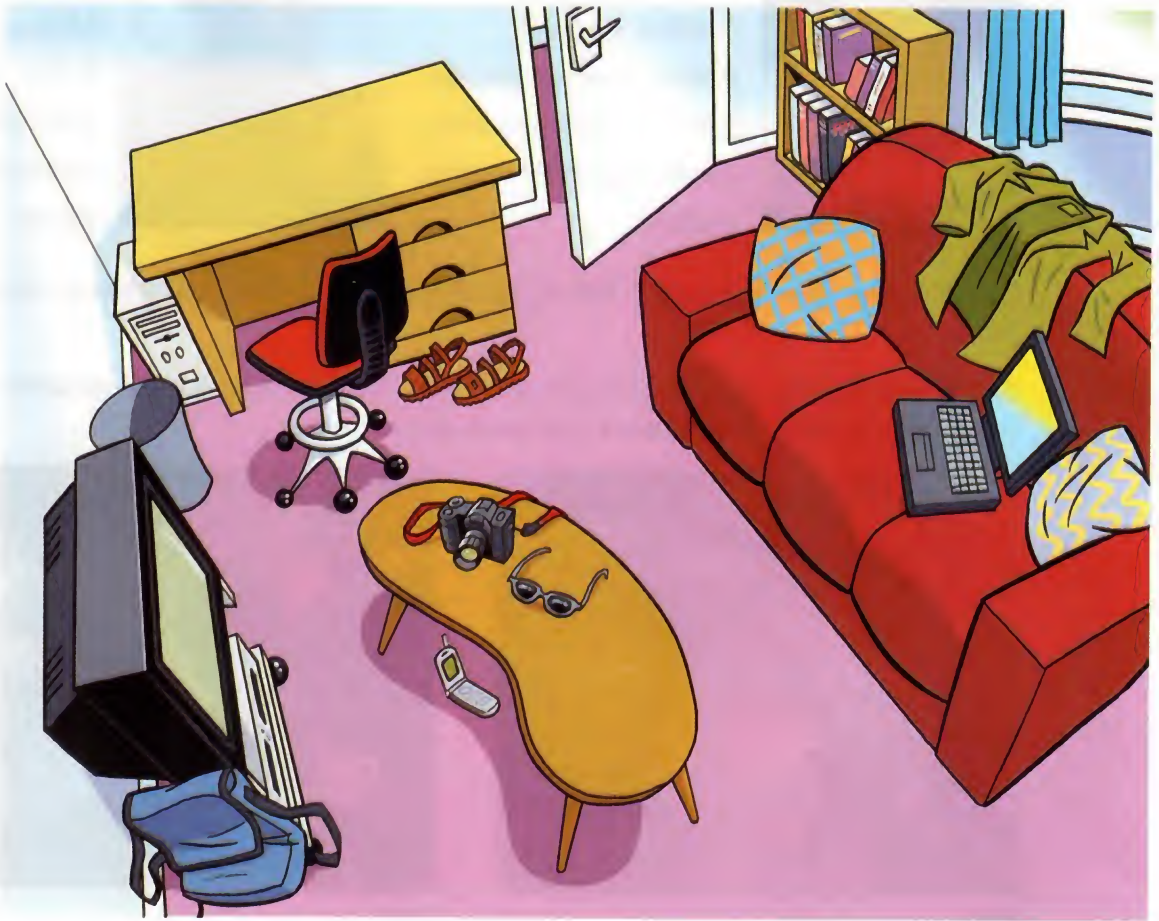
A: Do you have a camera in your picture?

B: Yes, I do.

A: Where is it?

B: It's on the table.

A: In my picture it's...



Part 2 Work with a different partner and compare your differences.

Example: I have six differences. In my picture, the camera is on the table. In my partner's picture the camera is...

Now Try This

Work with a partner. Write six statements about things in the classroom. Two of them are false. Then join another pair of students. Read your statements. Your partners say if the statements are true or false. Reverse roles.

PERSON TO PERSON STUDENT B

(Student B looks at this page. Student A looks at page 25.)

Part 1 Look at the photos of Salina and Brendan. Answer your partner's questions about them.



Salina

22 years old
150 centimeters
1 sister, no brothers
Mother: teacher;
Father: business person
Interests: action movies;
sports, especially tennis;
reading



Brendan

25 years old
180 centimeters
3 sisters, 2 brothers
Mother: doctor;
Father: engineer
Interests: comedies
(movies); education;
soccer

Part 2 What does Salina do? What does Brendan do? Tell your partner what you think.

Part 3 Look at the photos of Pelisa and Trent. Your partner has information about them. You will ask your partner questions about them.



Pelisa



Trent

Write the questions you will ask to find out their age, height, family, and interests.

1. _____?
2. _____?
3. _____?
4. _____?
5. your idea: _____?

Part 4 What does Trent do? What does Pelisa do?
Tell your partner what you think.

Now Try This

Imagine you are going to interview a celebrity. Who will you interview? What questions will you ask? Make a list.

PERSON TO PERSON STUDENT B

(Student B looks at this page. Student A looks at page 35.)

Part 1 Look at the picture. You are at a party. Your partner is going to ask you about one person in the picture below.



Part 2 Listen to the description of your partner's friend. Say where he is.

Part 3 Now you are looking for a friend at the party. Look at the picture of your friend. What does she look like? What is she wearing? Tell your partner.



Gita

Now Try This

Think of unusual clothing you have seen recently (e.g., in a magazine, on television, or on the street). Describe it to your partner.

PERSON TO PERSON STUDENT B

(Student B looks at this page. Student A looks at page 69.)

Part 1 You are working in a cafe. A customer wants to know what is on the menu for breakfast. Answer his or her questions.



Part 2 Ask what the customer wants to eat and to drink. Take notes.

Part 3 Reverse roles. You are the customer, and your partner is the server. Decide what you want to eat and drink and tell your partner.

Now Try This

Work with your partner. Prepare a simple breakfast menu for a cafe in your country. Then use your menu and role-play ordering breakfast.

PERSON TO PERSON STUDENT B

(Student B looks at this page. Student A looks at page 77.)

Part 1 You are interested in applying for one of the jobs below. Decide which one you think you are most qualified for.



Part 2 Your partner will ask you about your skills. Answer the questions and find out which job is best for you.

Part 3 Look at these two ads for summer jobs. What special skills or abilities do you think a person would need for each job? Choose from the box and add your own ideas. Write *S* next to the skills a sales assistant needs. Write *T* next to the skills a telemarketer needs.



good at languages ____

flexible ____

good at English ____

persuasive ____

a good communicator ____

good IT skills ____

good at sports ____

good sense of humor ____

creative ____

sings well ____

patient ____

plays a musical instrument ____

your idea _____

your idea _____

Part 4 Your partner is interested in applying for one of the jobs above. Ask about his or her skills. Tell your partner which job you think is best for him or her.

Now Try This

What hobbies and pastimes do people enjoy that are special to your country? Do they require any special skills or abilities?